



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

251 S. Tegner St., Wickenburg, AZ 85390

Wickenburg Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Performing  
2004-05 Performing  
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mr. Mike Anderson  
Schedule : 07:45 AM to 04:00 PM  
Grades : Pre-K-5  
Web Address : wickenburg.k12.az.us  
Phone Number : (928) 684-6750  
Fax Number : (928) 684-6791  
E-mail : manderson@wickenburg.k12.az.us

### Mission

Hassayampa Elementary School believes in responsibility shared among students, staff, community and parents to develop opportunities for learners to achieve maximum academic and personal potential in our changing world.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Met  
2004-05 Met  
2003-04 Met

#### School Improvement Status (b)

2005-06 N/A  
2004-05 N/A  
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü To provide optimal learning in the area of language arts through the consistent implementation of the Reading First Grant skills, strategies & programs to maximize student success of the national, state and district reading and writing standards.
- ü To promote a pleasant and comfortable environment for students.
- ü To use the research based DIBELS and AIMSWEB assessments in the area of reading to identify students who are benchmark, as well as those that are in need of both strategic and intensive interventions in the area of reading.

### Enrollment

October 1, 2005 School Year Student Enrollment : 491  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 24

## Instructional Programs

- Ü On-site Special Education
- Ü Full-day Kindergarten Program
- Ü Title One Intervention Services
- Ü Arizona Reading First School
- Ü Afterschool Enrichment Clubs
- Ü Walk To Read Program
- Ü DIBELS/AIMSWEB Assessment
- Ü Harcourt Trophies Reading Program

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 50 minutes
First Day of School :	8/10/2005
Last Day of School :	5/26/2006

## Shared Responsibilities

### School

Our responsibility is to provide a safe and orderly environment; appropriate education, assessment and remediation; communication with home; academic recognition and opportunities for parent involvement.

### Parents

The importance of regular school attendance should be learned early. As our partners in the education of children, parents require students to complete homework assignments and encourage a good attitude about school.

## Transportation Policy

The Wickenburg District encompasses 864 square miles. Transportation is provided to all corners of the district, as well as to the five tuition districts, the farthest bus stop being 40 miles from school.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Arizona Reading First Grant	2002
Ü Wells Fargo Grants	2002
Ü APS/Phoenix Suns Grant	2002

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	88	80010	100	100	99	433	433	447	13	13	10	18	18	18	65	65	53	5	5	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	45	38935	100	100	99	438	438	447	7	7	9	20	20	19	71	71	55	2	2	17
Male	43	43	40974	100	100	98	428	428	448	19	19	11	16	16	18	58	58	52	7	7	19
African American	--	--	4201	--	--	99	--	--	430	--	--	17	--	--	23	--	--	51	--	--	9
Hispanic	19	19	34545	100	100	99	411	411	432	32	32	14	21	21	24	42	42	53	5	5	9
Asian/Pacific Islander	--	--	2068	--	--	99	--	--	474	--	--	4	--	--	10	--	--	50	--	--	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	68	68	35142	100	100	99	439	439	465	7	7	5	18	18	11	71	71	56	4	4	28
Students with Disabilities	13	13	10161	100	100	93	405	405	419	46	46	28	23	23	28	23	23	36	8	8	8
Students without Disabilities	75	75	69849	100	100	100	438	438	451	7	7	7	17	17	17	72	72	56	4	4	19
Limited English Proficient Students	NC	NC	14013	NC	NC	97	NC	NC	413	NC	NC	24	NC	NC	34	NC	NC	39	NC	NC	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	41	41	39029	100	100	98	421	421	432	20	20	14	24	24	25	54	54	52	2	2	9
Non-Economically Disadvantaged	47	47	40981	100	100	100	443	443	462	6	6	6	13	13	13	74	74	54	6	6	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	88	79438	100	100	98	458	458	451	7	7	9	17	17	24	66	66	56	10	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	45	38775	100	100	99	463	463	457	4	4	7	16	16	22	67	67	58	13	13	13
Male	43	43	40560	100	100	97	453	453	446	9	9	12	19	19	25	65	65	54	7	7	9
African American	--	--	4178	--	--	98	--	--	439	--	--	13	--	--	29	--	--	52	--	--	6
Hispanic	19	19	34297	100	100	98	434	434	434	11	11	14	42	42	31	42	42	50	5	5	5
Asian/Pacific Islander	--	--	2063	--	--	99	--	--	475	--	--	3	--	--	15	--	--	63	--	--	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	68	68	34887	100	100	98	464	464	471	6	6	4	10	10	15	72	72	63	12	12	18
Students with Disabilities	13	13	9588	100	100	88	403	403	416	38	38	30	38	38	32	23	23	34	NA	NA	5
Students without Disabilities	75	75	69850	100	100	100	468	468	456	1	1	7	13	13	23	73	73	59	12	12	12
Limited English Proficient Students	NC	NC	13856	NC	NC	96	NC	NC	407	NC	NC	27	NC	NC	43	NC	NC	29	NC	NC	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	41	41	38685	100	100	97	442	442	435	12	12	14	24	24	32	56	56	50	7	7	5
Non-Economically Disadvantaged	47	47	40753	100	100	99	473	473	467	2	2	5	11	11	16	74	74	62	13	13	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	86	79971	98	98	99	405	405	423	8	8	8	56	56	41	35	35	49	1	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	44	38974	98	98	99	423	423	437	2	2	5	50	50	33	45	45	57	2	2	4
Male	42	42	40895	98	98	98	386	386	410	14	14	10	62	62	47	24	24	41	NA	NA	2
African American	--	--	4203	--	--	99	--	--	411	--	--	11	--	--	45	--	--	43	--	--	2
Hispanic	18	18	34481	95	95	99	377	377	410	17	17	10	61	61	46	22	22	43	NA	NA	1
Asian/Pacific Islander	--	--	2067	--	--	99	--	--	449	--	--	4	--	--	28	--	--	60	--	--	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	67	67	35150	99	99	99	412	412	437	6	6	5	54	54	35	39	39	56	1	1	5
Students with Disabilities	13	13	10258	100	100	94	360	360	377	31	31	23	54	54	51	15	15	25	NA	NA	1
Students without Disabilities	73	73	69713	97	97	100	412	412	429	4	4	5	56	56	39	38	38	52	1	1	3
Limited English Proficient Students	NC	NC	13985	NC	NC	97	NC	NC	382	NC	NC	18	NC	NC	54	NC	NC	27	NC	NC	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	40	40	38994	98	98	98	388	388	409	15	15	10	55	55	47	30	30	41	NA	NA	1
Non-Economically Disadvantaged	46	46	40977	98	98	100	419	419	437	2	2	5	57	57	34	39	39	56	2	2	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	87	80147	99	99	99	463	463	482	9	9	11	24	24	17	61	61	49	6	6	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	41	39281	98	98	99	456	456	483	12	12	9	24	24	17	59	59	50	5	5	24
Male	46	46	40780	100	100	98	469	469	482	7	7	12	24	24	17	63	63	48	7	7	24
African American	NC	NC	4249	NC	NC	99	NC	NC	464	NC	NC	17	NC	NC	22	NC	NC	48	NC	NC	13
Hispanic	25	25	33494	96	96	99	453	453	466	8	8	15	36	36	23	56	56	49	NA	NA	14
Asian/Pacific Islander	--	--	2103	--	--	99	--	--	515	--	--	4	--	--	8	--	--	44	--	--	45
American Indian/Alaskan Native	--	--	4117	--	--	96	--	--	456	--	--	19	--	--	27	--	--	46	--	--	8
White	61	61	36122	100	100	99	468	468	501	10	10	5	18	18	10	64	64	50	8	8	35
Students with Disabilities	15	15	10295	100	100	92	437	437	443	33	33	33	33	33	26	27	27	33	7	7	8
Students without Disabilities	72	72	69852	99	99	100	468	468	488	4	4	7	22	22	16	68	68	51	6	6	26
Limited English Proficient Students	NC	NC	12722	NC	NC	97	NC	NC	441	NC	NC	27	NC	NC	33	NC	NC	37	NC	NC	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	50	50	38371	100	100	97	459	459	465	12	12	15	26	26	23	56	56	49	6	6	13
Non-Economically Disadvantaged	37	37	41776	97	97	100	469	469	498	5	5	6	22	22	11	68	68	49	5	5	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	87	79686	99	99	98	469	469	470	9	9	11	24	24	24	61	61	57	6	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	41	39163	98	98	99	474	474	475	12	12	9	17	17	22	63	63	60	7	7	10
Male	46	46	40438	100	100	97	464	464	465	7	7	13	30	30	25	59	59	54	4	4	7
African American	NC	NC	4228	NC	NC	98	NC	NC	458	NC	NC	15	NC	NC	28	NC	NC	53	NC	NC	4
Hispanic	25	25	33299	96	96	98	456	456	452	12	12	17	32	32	32	52	52	47	4	4	3
Asian/Pacific Islander	--	--	2097	--	--	99	--	--	490	--	--	5	--	--	13	--	--	68	--	--	14
American Indian/Alaskan Native	--	--	4087	--	--	96	--	--	446	--	--	16	--	--	38	--	--	44	--	--	2
White	61	61	35914	100	100	98	474	474	489	8	8	5	21	21	15	64	64	67	7	7	14
Students with Disabilities	15	15	9808	100	100	87	440	440	432	33	33	35	33	33	32	27	27	30	7	7	3
Students without Disabilities	72	72	69878	99	99	100	474	474	475	4	4	8	22	22	23	68	68	61	6	6	9
Limited English Proficient Students	NC	NC	12594	NC	NC	96	NC	NC	422	NC	NC	34	NC	NC	45	NC	NC	21	NC	NC	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	50	50	38095	100	100	97	457	457	452	14	14	17	24	24	32	62	62	48	NA	NA	3
Non-Economically Disadvantaged	37	37	41591	97	97	99	484	484	486	3	3	6	24	24	16	59	59	65	14	14	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	88	80372	100	100	99	467	467	475	3	3	4	40	40	30	57	57	64	NA	NA	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	42	39452	100	100	99	477	477	488	2	2	3	33	33	22	64	64	72	NA	NA	3
Male	46	46	40836	100	100	98	457	457	464	4	4	6	46	46	37	50	50	56	NA	NA	1
African American	NC	NC	4264	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	35	NC	NC	59	NC	NC	1
Hispanic	26	26	33608	100	100	99	473	473	462	NA	NA	6	42	42	36	58	58	57	NA	NA	1
Asian/Pacific Islander	--	--	2098	--	--	99	--	--	500	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	--	4128	--	--	97	--	--	464	--	--	4	--	--	39	--	--	56	--	--	1
White	61	61	36213	100	100	99	464	464	489	5	5	2	39	39	22	56	56	72	NA	NA	3
Students with Disabilities	15	15	10526	100	100	94	424	424	427	13	13	15	67	67	53	20	20	31	NA	NA	1
Students without Disabilities	73	73	69846	100	100	100	475	475	482	1	1	3	34	34	26	64	64	69	NA	NA	2
Limited English Proficient Students	NC	NC	12747	NC	NC	97	NC	NC	432	NC	NC	12	NC	NC	52	NC	NC	36	NC	NC	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	50	50	38521	100	100	98	459	459	461	4	4	6	46	46	38	50	50	55	NA	NA	1
Non-Economically Disadvantaged	38	38	41851	100	100	100	476	476	489	3	3	3	32	32	22	66	66	72	NA	NA	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	100	100	79306	100	100	99	484	484	504	23	23	13	20	20	20	48	48	49	9	9	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	48	38845	100	100	99	503	503	505	8	8	11	17	17	20	60	60	50	15	15	18
Male	52	52	40383	100	100	98	466	466	504	37	37	14	23	23	19	37	37	47	4	4	19
African American	--	--	4171	--	--	98	--	--	485	--	--	20	--	--	26	--	--	44	--	--	10
Hispanic	24	24	32673	100	100	99	455	455	487	42	42	18	17	17	25	42	42	46	NA	NA	10
Asian/Pacific Islander	--	--	2147	--	--	99	--	--	539	--	--	5	--	--	10	--	--	46	--	--	40
American Indian/Alaskan Native	--	--	4034	--	--	97	--	--	479	--	--	22	--	--	29	--	--	43	--	--	7
White	76	76	36234	100	100	99	493	493	523	17	17	6	21	21	13	50	50	52	12	12	28
Students with Disabilities	20	20	10286	100	100	91	431	431	462	75	75	41	10	10	27	15	15	27	NA	NA	5
Students without Disabilities	80	80	69020	100	100	100	497	497	510	10	10	9	23	23	18	56	56	52	11	11	21
Limited English Proficient Students	NC	NC	10291	NC	NC	96	NC	NC	458	NC	NC	38	NC	NC	34	NC	NC	26	NC	NC	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	48	48	37437	100	100	97	462	462	486	38	38	19	17	17	26	46	46	46	NA	NA	9
Non-Economically Disadvantaged	52	52	41869	100	100	100	504	504	521	10	10	7	23	23	14	50	50	51	17	17	27

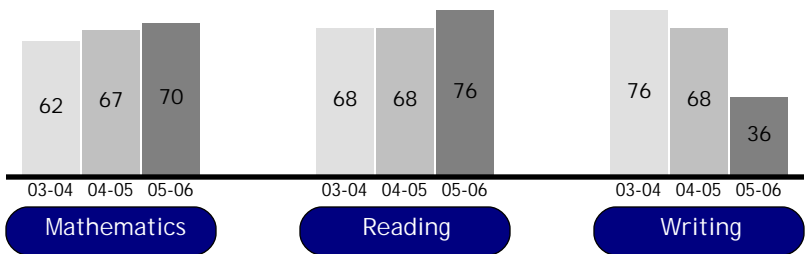
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	100	100	79000	100	100	98	484	484	489	12	12	10	26	26	24	56	56	58	6	6	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	48	38774	100	100	99	499	499	494	2	2	7	25	25	22	63	63	61	10	10	10
Male	52	52	40150	100	100	98	470	470	485	21	21	12	27	27	25	50	50	55	2	2	8
African American	--	--	4153	--	--	98	--	--	476	--	--	13	--	--	30	--	--	53	--	--	4
Hispanic	24	24	32508	100	100	98	459	459	472	21	21	15	33	33	33	46	46	49	NA	NA	3
Asian/Pacific Islander	--	--	2142	--	--	99	--	--	510	--	--	4	--	--	14	--	--	67	--	--	16
American Indian/Alaskan Native	--	--	4016	--	--	96	--	--	467	--	--	14	--	--	37	--	--	46	--	--	2
White	76	76	36135	100	100	98	492	492	508	9	9	4	24	24	14	59	59	67	8	8	15
Students with Disabilities	20	20	9991	100	100	88	435	435	449	45	45	33	40	40	36	10	10	29	5	5	2
Students without Disabilities	80	80	69009	100	100	100	496	496	495	4	4	6	23	23	22	68	68	62	6	6	10
Limited English Proficient Students	NC	NC	10199	NC	NC	95	NC	NC	439	NC	NC	35	NC	NC	47	NC	NC	18	NC	NC	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	48	48	37234	100	100	97	465	465	472	17	17	15	40	40	33	42	42	50	2	2	3
Non-Economically Disadvantaged	52	52	41766	100	100	99	501	501	505	8	8	5	13	13	16	69	69	65	10	10	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	100	100	79611	100	100	99	477	477	496	14	14	7	43	43	37	43	43	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	48	39016	100	100	99	514	514	511	NA	NA	4	33	33	29	67	67	66	NA	NA	1
Male	52	52	40519	100	100	98	444	444	482	27	27	10	52	52	44	21	21	46	NA	NA	0
African American	--	--	4188	--	--	98	--	--	486	--	--	9	--	--	40	--	--	50	--	--	0
Hispanic	24	24	32855	100	100	99	463	463	481	21	21	10	46	46	43	33	33	47	NA	NA	0
Asian/Pacific Islander	--	--	2149	--	--	100	--	--	519	--	--	4	--	--	24	--	--	70	--	--	2
American Indian/Alaskan Native	--	--	3992	--	--	96	--	--	478	--	--	10	--	--	46	--	--	44	--	--	0
White	76	76	36380	100	100	99	482	482	511	12	12	4	42	42	30	46	46	65	NA	NA	1
Students with Disabilities	20	20	10664	100	100	94	404	404	440	55	55	23	40	40	54	5	5	22	NA	NA	1
Students without Disabilities	80	80	68947	100	100	100	495	495	504	4	4	4	44	44	34	53	53	61	NA	NA	1
Limited English Proficient Students	NC	NC	10362	NC	NC	97	NC	NC	438	NC	NC	22	NC	NC	57	NC	NC	21	NC	NC	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	48	48	37626	100	100	98	458	458	479	21	21	10	48	48	45	31	31	45	NA	NA	0
Non-Economically Disadvantaged	52	52	41985	100	100	100	495	495	511	8	8	4	38	38	30	54	54	65	NA	NA	1

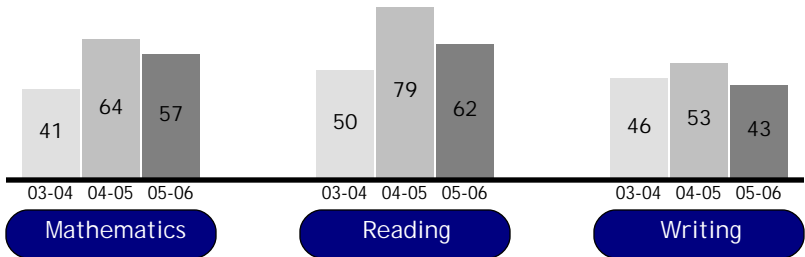
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	NA	58	--	--	53	47	100	48	48	46
	Language	--	--	41	50	--	--	55	47	100	44	44	48
	Mathematics	--	--	41	64	--	--	47	50	100	44	44	52
3	Reading	99	55	NA	55	95	49	49	44	100	54	54	46
	Language	100	53	53	61	95	50	50	44	100	52	52	46
	Mathematics	100	49	49	61	96	49	49	51	100	44	44	52
4	Reading	98	60	NA	56	100	47	47	48	99	48	48	52
	Language	100	51	51	52	100	46	46	49	99	46	46	52
	Mathematics	100	47	47	61	100	47	47	53	99	48	48	58
5	Reading	96	55	NA	55	99	60	60	50	100	56	56	56
	Language	97	41	41	49	99	54	54	50	100	52	52	54
	Mathematics	97	48	48	63	99	50	50	49	100	43	43	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."



# Hassayampa Elementary School

## School Site Council

### Council Composition

- 1 School Administrator(s)
- 0 Non-certified Employee(s)
- 2 Teacher(s)
- 4 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

### Council Duties

- Ü School Safety Issues
- Ü Advisory Committee to Governing Board
- Ü School Qualities
- Ü Parent/Teacher Relationships
- Ü Community Involvement
- Ü Short-term Problem Solving

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	35.10
Other Professional Staff	1.00	Teacher Aide	11.50

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	0	0	0
4 to 6 years	0	3	0	0
7 to 9 years	6	1	0	0
10 or more years	9	7	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	31
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

## Resources Available at School Site

### Special Facilities

- Ü Library/Media Center
- Ü Science Lab
- Ü Portable computer labs

### Extracurricular Activities

- Ü Art Club
- Ü AstroCamp
- Ü Friday After School Program
- Ü Chess Club
- Ü Coyote Chorus

### Social Services

- Ü Use of Facilities by Local Clubs & Org.
- Ü Community Classes

## Indicators of Success Based on Historical Data from 2005-06

### School Achievements/Accomplishments 2005-06

- ü Implemented a multicultural program on Fridays incorporating our music, art and PE programs. Every fifth Friday, we celebrate our learning with a Festival Friday along with a special guest representing a particular culture we have studied.
- ü Over 55 percent of all students at Hassayampa Elementary achieve the Honor Roll each quarter.

## Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Promotion Rate <sup>5</sup>	94	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

Staff established a Crisis Management Plan that works in conjunction with local law enforcement. The plan was reviewed and suggestions were made by local authorities. All school policies are reviewed yearly to ensure a safe and orderly school climate.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Michael V. Anderson	(928) 684-6750
Transportation Policy	Donna Null	(928) 668-5342
Community Resources	Sandi Krueger	(928) 684-6750
School Nutrition Programs	Marcia Ardlen	(928) 668-5332
Parent Organization	Terry Dolan	(928) 684-6700
Student Health/Nurse	Christy Porter	(928) 684-6750

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.